

GULICK: SOCIAL STRUCTURE AND CULTURE CHANGE

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621 The boarding-school, as well as the day-school, students include both boys
 872 and girls. The technical school and college students are nearly all boys, most of
 973 them at the American University, one in the government normal school, a couple
 at the government vocational school. All these institutions are in Beirut.

463 We cannot, unfortunately, be very specific about the "white-collar" class. The
 565 chief criterion is that none is a manual laborer, and they were obviously all con-
 sidered to hold respectable positions. Many are clerks in offices or shops. The most
 outstanding is an official in one of the government ministries. There are no prac-
 ticing physicians and no lawyers.

The "city specialists" can be subdivided as follows:

Protestant preacher	1	Seamstress	3
Detective	1	Waiter	3
Fjreman	1	Hospital attendant	4
Soldier (sergeant)	1	Janitor	2
Tailor	2	Surveyor	1

[441] The "merchants" consist of members of a single family, plus close village
 associates, who own and operate a store in Beirut. They have been very prosperous
 since World War II.

• [875] Four of the teachers work in the village itself, but the individuals concerned
 have not always done so, and the teachers in the village government school have in
 the past often been outsiders, assigned by the Ministry of Education.

462 Lastly, it will be observed that over half of the gainfully employed women
 789 and girls are medical nurses. The position is one of some prestige in itself. Parents
 555 and family prefer it to other jobs because it means that the girl will be under the
 protection of an institution, and also because it may eventuate in the marriage of
 the girl to a doctor, a very prestigious status.

MARITAL STATUS AND OCCUPATION

162 Table 6, which indicates the marital status of the population between the
 582 ages of fifteen and forty-five, reveals certain facts related to occupations. Everyone

TABLE 6. MARITAL STATUS: AGES 15-44

AGE	MEN		WOMEN		AGE	MEN		WOMEN	
	Single	Married	Single	Married		Single	Married	Single	Married
15-19	39	0	27	0	30-34	6	9	4	7
20-24	30	1	17	7	35-39	3	4	2	12
25-29	15	8	10	10	40-44	2	14	0	12

VIKING FUND PUBLICATIONS IN ANTHROPOLOGY: 21

554 The term *mu'allim* (teacher) is applied to the schoolteachers, usually immediately followed by the individual's name, whether in reference or in address. It was observed, however, that the title was often omitted in cases where the teacher was being addressed by an older man.

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554 These titles symbolize the respect which is due certain statuses, and the criteria for respect are vested authority and learning. The only other point which needs to be made about them is the fact that they are extended to the wives of the men who hold the statuses to which they pertain. Of the three, *khuwriyyah* appears to be the one which is taken the most seriously and used the most consistently. The status is very old, of course, whereas *mukhtarab* and *dukturab* are new, and the use of *mu'allim* is greatly extended compared to the old days. No other titles are used in the village.

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871 The government furnishes a teacher for government-sponsored elementary schools. The village
658 in turn rents a school room and the rent is paid by small contributions from the students. The annual rent for one room varies from LL. 50 to LL. 250 per year.

- 875 Four of the government elementary teachers have completed their secondary education. As the fifth government elementary teacher provided this area was absent, it was not possible to determine his educational background. None of these men has been teaching for more than four years or less than two. The annual salaries of the government furnished teachers varies from, LL. 1,400 in Sarafand to LL. 1,800 in Saksakiyah. The only individual teaching without more than an elementary education was attached to the Saksakiyah private school and received a meager LL. 350 per year (about \$100 at the current rate of exchange).

Local Attitude toward the Technical Cooperation Service

609 Expressions of confidence in the Technical Cooperation Service and Americans in general
185 were heard in all of the villages. The enumerators and others who visited these villages during the course of the study were all cordially received and were given fine cooperation. The expressed desire of the people to work with the Technical Cooperation Service seems genuine.

The ordinary villager has no conception of just why the Americans want to build irrigation projects, furnish schools, dig wells, or provide public health services for him, but he is hopeful that they will do these things for him. They react to all of this projected activity on a personal basis and will judge its results on the basis of the benefits that they personally gain from it.

Many villagers made a point of stating that action to relieve their situation is all-important. They felt that studies such as this are pointless, unless they are followed by worth-while acts. To a large extent they believe that only through some such agency as the Technical Cooperation Service can action be obtained and their situation improved.